

## THE CONTACTS OF CIVILIZATIONS

The early widespread use of *quac ngu* had one important and unexpected consequence. The learning of Chinese characters in the traditional education meant a simultaneous absorption of morality, and chief among its principles was respect for governmental authority. By enforcing the use of the French not only cut off the Chinese influence as they desired, but they undermined the natives' respect for their own authority. In place of a primarily moral education, they substituted a poor instrument\*

no instruction. Recognizing their mistake, the French are

translating the Chinese classics into *quoc ngu* but in the beginning they non-existent, for the change had come too suddenly too

Under the Admirals all the emphasis had been upon the learning of French. In addition to abstract **theory, tic practical** need for training interpreters or government imperative. The Admirals did not want to destroy Amamite

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on the contrary. But there was no Scholar group left in **Ckrchin-China**, they were, above all, absorbed by practical realities. premiums in a school founded in 1861 lured ambitious

to study French so as to become interpreters, for who serving in this capacity were former Mission pupils

only poor Latin. The Admirals\* encouragement of learning partly traceable to the current belief that the of culture had been due to its system of **writing**\* They

to  
restore the **traditional education**, and did succeed  
in a  
few  
communal schools. **Villages** were asked to to  
primary schools. At first they did so, it to be a  
of  
but when they grasped its **purpose**  
Missionaries and a few Annamites were the but  
the  
of their efforts was only a superficial cf  
in  
no way comparable to the  
the flight **of** the mandarins. A Normal School\* in  
1871,  
to remedy **this** defect. Schools for to  
were created and placed under the  
By the end of **1869** there were 126  
**pupils** out **of a population** of more a The  
continued their work **IB which,** in  
**the mA**  
**\*fc** the College of Mum\* the R\*» the  
framing. In 1874  
**cooehtL**  
The were **too few** tad **too**  
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